

All-Staff Professional Learning: Purposeful and Systematic Professional Learning around Standards-Based Instruction and Assessment

Purpose

To be successful, school leaders must articulate a clear set of district priorities aimed at measurable goals that address the individual needs of their schools. Recognizing Wisconsin's proud tradition of local control of education, the Wisconsin Department of Public Instruction seeks to empower school leaders to provide purposeful and systematic professional learning that works within local contexts.

Using a progression of questions, this resource provides a process for determining the point of entry into professional learning and resources that schools can access to support all-staff professional learning around standards-based instruction and assessment. It is designed to be used at any level as part of school improvement planning.

Process

1. Determine who is responsible for planning sustained professional learning.
2. Review the data to identify the areas of strength and need related to student learning.
3. Determine what professional learning has already occurred and review its effectiveness.
4. Identify the entry point into professional learning that targets the area/s of need for student learning.
5. Identify Wisconsin Department of Public Instruction created and curated resources to support professional learning.
6. Determine how to implement and support ongoing professional learning throughout the year.
7. Determine how to evaluate the implementation and ongoing support of the professional learning throughout the year.

Standards

Do educators know the academic and behavioral demands of their standards?

No

Evidence:

Yes

Do educators know how to use the Standards for Mathematical Practice to support student learning?

No

Evidence:

Yes

Do educators know how to use the Standards for Literacy in All Subjects to support student learning?

No

Evidence:

Yes

Is there a scope and sequence of the standards, which is articulated in course and unit plans?

No

Evidence:

Yes

Unpack/repack the standards

- Content Standards 101
 - [CCSS ELA 101](#)
- [Unpacking and Repacking the Standards WPL0D Module](#)
- [Standards LiveBinder for ELA](#)
- [Standards LiveBinder for Mathematics](#)
- [Standards for Mathematical Practice WPL0D Module](#)
- [Disciplinary Literacy WPL0D Module](#)

Develop a scope and sequence of the standards

- [Lesson and Unit Plan Development WPL0D Module](#)

Enduring Understandings

Enduring Understandings

Are there enduring understandings that frame student learning?

No

Develop enduring understandings, performance tasks, and common rubrics

- [Lesson and Unit Plan Development WPLD Module](#)
- [Transfer Goals for ELA and Mathematics](#)
- [Performance task materials from DL Module](#)
- [WTLC LiveBinder: Jay McTighe materials for ELA](#)
- [WTLC LiveBinder: Jay McTighe materials for Mathematics](#)

Evidence:

Yes

Are there common, district created assessments that measure student learning?*

No

Evidence:

Yes

Instruction and Assessment

* The common, district created assessments that measure student learning can be used in establishing and/or measuring SLOs.

Instruction and Assessment

Is there an instructional framework?

No

Evidence:

Yes

Do educators know how to select resources, instructional practices, and classroom strategies to create access and engagement for all learners?

No

Evidence:

Yes

Do educators know how to use assessments to inform instruction?

No

Evidence:

Yes

Do educators know how to develop lesson plans that align to Wisconsin's education initiatives?

No

Evidence:

Yes

Plan instruction that creates engaging classrooms for all learners with resources, instructional practices, classroom strategies

- [Instruction LiveBinder for ELA](#)
- [Instruction LiveBinder for Mathematics](#)
- Assessment LiveBinder for ELA (in development)
- Assessment LiveBinder for Mathematics (in development)
- [Standards LiveBinder for ELA](#)
- [Standards LiveBinder for Mathematics](#)
- [Universal Design for Learning Resources](#)
- [RtI Center of Wisconsin Resources](#)

Collections of Texts for Disciplines

Collections of Texts for Disciplines

Do students access appropriately complex texts in all disciplines at each grade?

No

Evidence:

Yes

Do educators have collections of texts for students to learn content?

No

Evidence:

Yes

Understand Texts / Text Types / Text Complexity / Collections of Texts

- [Text Complexity WPLOD Module](#)
- [Universal Design for Learning Resources](#)
- [Rtl Center of Wisconsin Resources](#)

Disciplinary Reading

Disciplinary Reading

Are students engaging with texts in all disciplines at each grade?

No

Evidence:

Yes

Do educators have access to resources to engage students with texts?

No

Evidence:

Yes

Do educators use a variety of instructional practices to engage students with texts?

No

Evidence:

Yes

Do educators use a variety of classroom strategies to engage students with texts?

No

Evidence:

Yes

Do educators use classroom assessments to inform instruction?

No

Evidence:

Yes

Understand what to do with texts

- Reading with Complex Texts WPLOD Module (piloted)
 - Close reading with annotations, text-dependent questions, and writing to learn module (in development)
 - Model with resources, instructional practices, and classroom strategies
 - Assessing for/of learning
- [Instruction LiveBinder for ELA](#)
- [Standards LiveBinder for ELA](#)
- Assessment LiveBinder for ELA (in development)

Disciplinary Vocabulary

Disciplinary Vocabulary

Is academic vocabulary addressed across the grades and in all disciplines?

No

Evidence:

Yes

Do educators use a variety of instructional practices to engage students in vocabulary learning?

No

Evidence:

Yes

Do educators use a variety of classroom strategies to engage students in vocabulary learning?

No

Evidence:

Yes

Do educators use classroom assessments to inform instruction?

No

Evidence:

Yes

Understand systematic vocabulary instruction

- Vocabulary WPLD Module (piloted)
 - Word learning strategies, word consciousness, individual words, reading, and listening
 - Model with resources, instructional practices, and classroom strategies
 - Assessing for/of learning
- [Instruction LiveBinder for ELA](#)
- [Standards LiveBinder for ELA](#)
- Assessment LiveBinder for ELA (in development)

Disciplinary Writing

Disciplinary Writing

Are students engaged with writing texts in all disciplines at each grade?

No

Evidence:

Yes

Do educators use a variety of instructional practices to engage students in writing instruction?

No

Evidence:

Yes

Do educators use a variety of classroom strategies to engage students in writing instruction?

No

Evidence:

Yes

Do educators use classroom assessments to inform instruction?

No

Evidence:

Yes

Understand writing instruction

- Writing WPLOD Module (in development)
 - Types of composition with TAPF, writing process, technology, research writing module
 - Model with resources, instructional practices, and classroom strategies
 - Assessing for/of learning
- [Instruction LiveBinder for ELA](#)
- [Standards LiveBinder for ELA](#)
- Assessment LiveBinder for ELA (in development)

Research

Research

Do students conduct short as well as more sustained research projects to build and present knowledge?

No

Evidence:

Yes

Do educators use a variety of instructional practices to engage students in research?

No

Evidence:

Yes

Do educators use a variety of classroom strategies to engage students in research?

No

Evidence:

Yes

Do educators use classroom assessments to inform instruction?

No

Evidence:

Yes

Understand how to engage students in research

- Research WPLoD Module (in development)
 - Research topics include research questions, credible sources, citing sources, synthesizing information
 - Model with resources, instructional practices, and classroom strategies
 - Assessing for/of learning
- [Instruction LiveBinder for ELA](#)
- [Standards LiveBinder for ELA](#)

Disciplinary Speaking and Listening

Disciplinary Speaking and Listening

Are students engaged in collaborative discussions and presentations texts in all disciplines at each grade?

No

Evidence:

Yes

Do educators use a variety of instructional practices to engage students in collaborative discussions and presentations?

No

Evidence:

Yes

Do educators use a variety of classroom strategies to engage students in collaborative discussions and presentations?

No

Evidence:

Yes

Do educators know how to use assessments to inform instruction?

No

Evidence:

Yes

Understand how to facilitate collaborative discussions and prepare students for presentations

- Speaking and Listening WPLD Module (in development)
 - Collaborative discussions and presenting skills
 - Model with resources, instructional practices, and classroom strategies
 - Assessing for/of learning
- [Instruction LiveBinder for ELA](#)
- [Standards LiveBinder for ELA](#)
- Assessment LiveBinder for ELA (in development)

Action Planning for All-Staff Professional Learning

| Date | Process | Person/s Responsible | Notes | Completion Date |
|------|---------------------------------------------------------------------------------------------------------------------|----------------------|-------|-----------------|
| | Determine who is responsible for planning sustained professional learning. | | | |
| | Review the data to identify the areas of strength and need related to student learning. | | | |
| | Determine what professional learning has already occurred and review its effectiveness. | | | |
| | Identify the entry point into professional learning that targets the area/s of need for student learning. | | | |
| | Identify Wisconsin Department of Public Instruction created and curated resources to support professional learning. | | | |
| | Determine how to implement and support ongoing professional learning throughout the year. | | | |
| | Determine how to evaluate the implementation and ongoing support of the professional learning throughout the year. | | | |